Summer Tutoring Program for Kids 2002

Final Report

Submitted by the Literacy Initiatives Secretariat

Prince Edward Island CANADA

PEI Literacy Alliance

Eastern School District

Youth Employment Strategy / Stratégie emploi jeunesse

Canada

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Background:

The Summer Tutoring Program for Kids began in 1998 with five tutors tutoring 97 children in eight library sites across the Island. Well over 100 children were referred to this program in the first year. This program was funded jointly by National Literacy Secretariat, the Ad Hoc Committee for Family Literacy on PEI, the PEI Professional Librarians' Association, and the Provincial Library Service. This program was modelled from a program started in New Brunswick in 1994.

In 1999, the program expanded to include 10 tutors working with 218 children at 20 library locations.

In 2000, the program expanded to include 16 tutors and 1 coordinator who also provided tutoring on a part-time basis. The program provided ten weeks of one-to-one tutoring to 325 students referred by all PEI elementary schools. The tutoring sessions were offered in both English and French at 21 public libraries and four public school locations. The program was supported by several partners including the Literacy Initiatives Secretariat of the Department of Education, Provincial Community Development Bureau, HRDC, Eastern and French School Boards, PEI Association for Adult Education and the Provincial Library Service. Feedback from parents and school resource teachers suggested that there was a "great need for more tutors."

In 2001, the Summer Tutoring Program for Kids went through significant changes. Firstly, the name of the project was changed from the PEI Summer Literacy Tutoring Program for Kids to Summer Tutoring Program for Kids. This past summer there were 672 children referred from Island elementary schools. This was a dramatic increase from the 325 students in 2000. The number of tutors was raised from 16 to 21 and a full-time coordinator was hired. Another major change in the program was tutors were assigned 30 children each, whereas in previous years each tutor was assigned only 20 children. These changes made it possible to accommodate more children. A total of 617 children were offered positions in the program which left 55 children on the waiting list. In the first weeks of the program, 38 children dropped out of the program allowing 38 children from the waiting list to have positions in the program. The final waiting list was 17 children. A total of 23 library sites, three public schools, and one band council office provided space for the tutors and children across the Island. Two Francophone tutors were hired to serve the Francophone children from Rustico, Charlottetown, Summerside, and Abrams Village. In addition, four bilingual tutors were hired to accommodate the children in French Immersion. The community sponsor this year was the PEI Literacy Alliance. Funding partners were: Community Development Bureau; Literacy Initiatives Secretariat - Department of Education; Community and Cultural Affairs - Provincial Library Service; Eastern, Western, and French school boards; and Human Resource Development Canada through the Youth Employment Strategy.

In 2002, the program expanded again to include 22 tutors and one full-time coordinator. There were nearly 800 referrals of students from Island elementary schools. Of these referrals, approximately 600 students participated in the program. There were approximately 100 parents

who declined the program immediately, and another 100 whose attendance dwindled over the summer. Only 35 students remained on the waiting list throughout the entire summer. Parents declined the program for a variety of reasons which included: vacation plans, summer camp, swimming lessons, lack of transportation, etc. There were three Francophone tutors hired this year who served both Francophone and French Immersion students. In addition, there were several bilingual tutors employed who worked with students in the French Immersion program. The community sponsor for the second year was the PEI Literacy Alliance. Funding partners were: Community Development Bureau; Literacy Initiatives Secretariat - Department of Education (provides funding and tutor training) and ; Community and Cultural Affairs - Provincial Library Service; Eastern and French school boards; and Human Resource Development Canada through the Youth Employment Strategy. The tutoring sessions were offered for eight weeks in both English and French at 22 public libraries, 2 public school locations, and one band council office. This allowed tutors two weeks for training, preparation time, contacting schools, resource teachers, libraries, and parents before tutoring began. This preparation time is essential to the success of the program.

Purpose of the Program and Benefits to Participants:

The purpose of the program was to support the learning objectives of the school system by offering an alternative learning environment during the summer months. The program offered numerous benefits for children with reading difficulties, including:

- providing personal attention from a tutor on a one-on-one basis
- making reading a fun activity
- learning how to use a public library
- providing an introduction to reading as an activity that continues outside the classroom
- providing an introduction to a wide variety of library books

Objectives:

To offer children with reading difficulties a chance to improve, or at least maintain, their literacy skills over the summer months.

To provide relevant summer career employment for 22 qualified students.

Target Group:

The program was offered to Island elementary school aged children. The children targeted for the program were referred by the resource teachers in each school. These children were identified as children most in need of additional instruction in the area of reading. Participants ranged from grades 1 to 6.

Program Coordinator's Report:

Submitted by Julie Mulcahy, Program Coordinator, 2002

Several aspects of the program ran smoothly, and I would recommend that these aspects remain for years to come. These include, but are not limited to:

- **The orientation sessions for the tutors**
  I feel these were of the utmost importance for tutors working with students this summer. A broad range of topics were discussed, from administrative procedures to hands-on ideas for tutors from professionals in the literacy field. Three meetings were held in 2002, and I feel they were equally important. Any fewer number of meetings would have seen too much information "crammed" into a shorter period of time.

- **The two-week period for contacting schools, parents & libraries**
  Tutors (particularly those returning from the year before) thanked us in their evaluations and throughout the summer for giving them enough time to contact everyone. There is a lot of scheduling to be done and meetings to be arranged; two weeks is necessary for all of the communicating that tutors need to do. In addition, the timing was perfect - it was the last 2 weeks of the school year, as opposed to the final week + the first week of July, which meant that teachers were still available to discuss students with tutors.

- **Use of levelled reading books from Department of Education**
  The tutors found these resources particularly useful. There is no question in my mind that these books are a necessity for the Summer Tutoring Program for Kids.

- **Cell phone for coordinator**
  Although I didn't receive more than 4 phone calls a day while travelling this summer, the cell phone was extremely useful in situations when urgent questions needed answering and I was located in various areas throughout PEI. It goes without saying that the program coordinator should have access to a cell phone when travelling province-wide.

- **Ability to provide additional resources throughout the summer**
  The budget for resources for tutors was helpful, as supplies diminished quickly and tutors thought of creative ways in which to capture the attention of their students. The totes should have a basic set of supplies which can be added to / replenished as the need arises.

For the most part, the program ran smoothly throughout the months of July and August. However, there are a number of issues to be considered for the Summer Tutoring Program for the future. Some are minor suggestions, while others are logistical issues that I think require improvement. The following are my suggestions for change for the program for next year:

- **The single-most major concern of tutors**

The one concern that came up all summer was the sporadic attendance of students and lack of contact from parents to tutors in this regard. The tutors were understandably frustrated when children did not show up for their scheduled appointment without a prior phone call. Schedules could have been rearranged, and additional appointments for interested students could have taken place on many occasions. Several conversations took place this summer between tutors, and between tutors and the coordinator, as to how to rectify this problem. However, no solutions could be found. Perhaps this issue should be addressed in the planning stages of the 2003 program, as it is a serious concern for those people working with students on a daily basis throughout the summer.

- **Preliminary Information: Communication between Program and educators**

  - All schools on Prince Edward Island should receive packages the same week in the spring (Eastern Board, Western Board, French Board schools and John J. Sark Memorial School in Lennox Island)
  - If possible, these packages should go out to schools earlier in order for there to be more time to receive referrals and organize students with tutors, etc.
  - If school sites are to be used, schools and boards should be contacted early in the spring to confirm availability and procedure
  - If at all possible, libraries should be used rather than schools as the sites for tutoring. Access at the schools was sometimes limited, the absence of computers and books is relevant, and the general atmosphere of the schools used in 2002 was, for the most part, not as beneficial as that in the libraries
  - Teachers should be made aware that referrals of students are just that: referrals. Several teachers and parents assumed that once a child was referred, s/he was automatically enrolled in the program. Due to the high volume of students referred in 2002, there were some who remained on the waiting list all summer.
  - Several schools did not seem to understand what "priority" meant on the top of the referral form. This should be made clear to teachers who are sending in the referrals (it means ranking the entire list of children from highest priority to least highest priority)
  - All referral forms should be checked immediately upon receipt for a guardian's telephone number and contact information. A small number of forms did not have this necessary information which created many hours of tracking down teachers

and parents of students referred to the program

- Teachers should receive a sample (filled-out) referral form in their original package which shows what information would be helpful for tutors. Anecdotal, rather than jargon-based, information is most beneficial for tutors

▸ **Preliminary Information - Program Resources**

- French resources are a MUST for future years (particularly for immersion students). Tutors have requested "PM-type" levelled books for use throughout the summer. Perhaps these could be on loan to the Summer Tutoring Program in the same way the English levelled books have in the past

- If monetary resources are available, it would be beneficial for the Program to obtain its own collection of levelled reading books, as well as guides for levelled reading

▸ **Hiring**

- Advertise for tutors earlier. If B.Ed. students are preferred, universities should be contacted no later than March 1. UPEI students, for example, do a practice-teaching block beginning the second week of March and do not return for any university classes until September

- HRDC criteria MUST be explicit in the advertisements (i.e. applicants must be between 15-30 years of age and returning to school in the fall). Assistance with wording of ads should come from HRDC

- A more in-depth interview procedure for potential tutors is essential. Important personal qualities include not only an interest in children but also organizational skills and common sense. More scenario-type questions might be helpful for this

▸ **Training**

- In training sessions, have former tutors (if available) perform mock sessions: parent interactions, meetings with teachers, tutoring sessions. This has been suggested by tutors as being beneficial in the beginning of their training

- Adjust training session information accordingly depending on the tutors hired. That is, if all tutors are B.Ed students, more theoretical information might be appropriate than if the majority of tutors hired are non-Education students

- Tutors should continue to arrange their own weekly schedule; however, the Friday "prep time" should be scrutinized. There appears to be a high volume of

students who do not attend tutoring sessions each week, which makes this block of prep time redundant. Most tutors had preparations finished by the time Friday afternoon came and could have tutored more students had this time been available

- Schedules should "make sense" - i.e. a tutor who works in 2 locations should not arrange schedule so that s/he travels to both locations every day. This is not only inefficient; it depletes the mileage budget

- There was a sharp increase in mileage claims from 2001 to 2002. This should be carefully considered for 2003

▸ **Throughout the summer**

- Permission slips should come in at the end of the first week. A database of student and guardian names should be on file with the coordinator in case of emergency

- Sibling appointments (i.e. more than 1 student at a time) should be discouraged. They defeat the one-on-one pledge of the Summer Tutoring Program

- A mid-summer meeting of tutors should be held at the end of July (to be booked in June). Several tutors work alone in various locations and this meeting would encourage reflection of tutoring practices as well as spark creativity among the group. In addition, it would help to make each tutor feel they are part of a larger group working towards a common goal

▸ **End of program**

- The onus for returning items borrowed from schools should be on the tutors. In special circumstances the coordinator could return items.

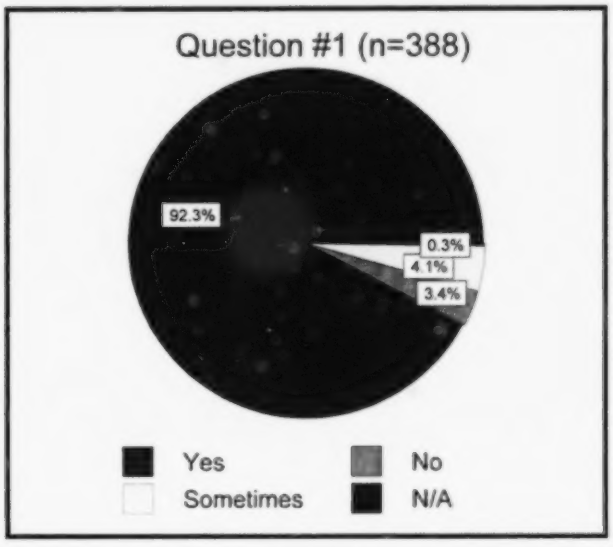
- Tutors should be held accountable for any items missing from their tote of supplies or forms for the schools. There needs to be more time allotted for the return of forms and supplies at the end of summer, due to the large number of tutors working with the Program

- Parent evaluations should be sent out earlier and include self-addressed, stamped envelopes. Tutors should not be responsible for hand-collecting these anonymous evaluations from parents of their students.

Children's Evaluation:

In 2002, for the first time ever, children involved in the Summer Tutoring Program for Kids were asked their opinions about the program. Of the over 600 children (aged 6-12 years) who participated in the program, 388 responded to the evaluation - - about 65%. The responses received from the children are represented in both the graph and in the verbatim comments.

In question #1 children were asked, "Did you enjoy coming to your tutoring session each week?" Their responses have been graphed below. In total, 92.3% of the children said, "Yes" they enjoyed coming to tutoring sessions.



The children were asked, "What are some of the fun things you did with your tutor?" A total of 388 children responded to the question. Children put reading at the top of the list of fun things to do with their tutors followed by games, playing on the computer, puzzles, coloring & drawing, flash cards, and arts and crafts. Five children expressed that nothing was fun.

Children were given the opportunity to tell their tutors what they would do differently if they were the tutor. Most of the children stated that they would not change anything. Notwithstanding there were some thoughtful suggestions given by the children. These included: moving tutoring outside, going for walks, playing more games, having more arts and crafts, reading more, and using the computer more often. The theme was have more of everything they enjoyed. Also, treats were high on the list of changes children would make if they were doing

the tutoring. One student felt he/she needed a test.

Educational consultants, teachers, and reading experts graciously provided two days of training for the 22 tutors. They were asked to give the tutors some final words of advice before they began tutoring for the summer. Collectively, these individuals suggested tutors encourage the children, make them feel smart, instill the joy of reading, increase reading confidence, find books on topics that each child enjoys, and have fun. One of the questions we asked children of the Summer Tutoring Program for Kids was, "What did you learn about yourself this summer?" This question elicited responses from children that reaffirm the importance of this program and clearly showed that tutors took the advice of their trainers.

The strongest theme that emerged from the children's responses was, "I can read better!" Many children self-assessed as being able to read better. The next largest response was, "I can read." This seemed to be a shock to some children. One child wrote, "I learned that I can read." "I am a good reader" was another large category. A large group of children were surprised that they actually liked to read. This was usually connected to a certain topic or characters that they had never seen before (for example, Scooby Doo). A total of 30 children said that learned that they were smart - - one even stated he/she was the "smartest in the whole world." Seven children stated they liked going to the library now. Several children (6) felt that they actually learned how to read during the summer program. Many children learned new reading strategies. A few stated they are better writers now. There were several children that felt they were better prepared to go back to school. It was evident that many students felt more confident about their reading after participating in the program.

Although the vast majority had positive comments when asked what they learned about themselves over the summer, we would be remiss if we did not report that 42 children responded, " Nothing" to the question. It is hard to interpret what "Nothing" really means to the children. Notwithstanding, it was a complicated question for some of the participants as they could have been as young as 6-years-old. It could be that the question did not make sense to them.

There were so many rich comments from the children that a smattering of verbatim comments have been included. This represents approximately 16% of all comments received for this question. The question asked was, "What did you learn about yourself?"

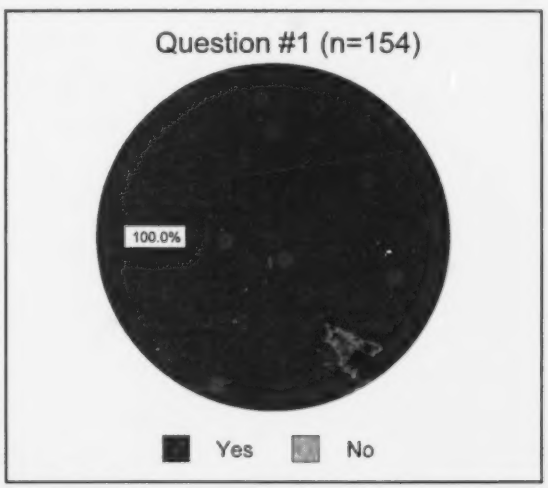
- *I can work alone know*
- *I am cool*
- *I learned to work all by my self.*
- *We are all different learners.*
- *I learned that if you work relly work it gets fun.*
- *I learned to have Confidence in myself*
- *If I try my hardest I can accomplish anything*
- *I was the smartest in the whole world*
- *Reading books is fun*

- *I like reading*
- *I liked Writing.*
- *before I thought reading was boring. Now it's fun!!*
- *I like the ABC's*
- *That I like Robert Munsch.*
- *I like going to the library*
- *I liked writing poem's.*
- *I learned that I can listen and can answer questions.*
- *I'm Beter at reading This summer.*
- *I learned I was a better read and enjoyed reading more.*
- *That I should read more instead of watching TV*
- *how to spels wordis*
- *I feel [good] about school*
- *To take my time to read.*
- *That I can read.*
- *I leard to do good fishing knots from reading a fishing book*
- *By reading through the summer I feel more prepared for grade seven.*
- *Reading is important*
- *That I can be a better reader if I read more often.*
- *Learned new words.*
- *I learned I could do math better*
- *I'm a good printer*
- *I can read well.*
- *I learned about myself keeping up my math and having the best tutor.*
- *That I know all the menings to a lot of words*
- *i can swing. I can read.*
- *I learned 6x6 is 36, and 6x8 is 48*
- *That I should read more often.*
- *I lrnd som whrsd*
- *that I like arts and crafts more than reading*
- *vare good retist [very good artist]*
- *I learn to be an artist.*
- *verry good thing*
- *making new friends*
- *good at swimming*
- *that I really like soccer.*
- *I learned about snake*
- *I can drive my bike alone.*
- *I'm a really good hockey player.*
- *I learned that I love to swim.*
- *I got my hair cut.*
- *I hope that I see you again.*
- *I'm lots of Fun and have lots of Friends*
- *how to be nois to my sister.*

- ☆ *relly fun*
- ☆ *I lre that I kan tell tim [I learned that I can tell time)*
- ☆ *I got faster at running*
- ☆ *I like games.*
- ☆ *I made a new friend.*
- ☆ *I like to talk*
- ☆ *nothing*
- ☆ *I don't like to talk*

Parent's Evaluations

In total approximately 154 parents responded to the evaluation questionnaire. This represents approximately 27% of the parents (this number may be higher as some parents had 2 or 3 children in the program). The first question asked was, "Do you feel this program was helpful for your child?" All parents stated that the program was helpful to their child/children.



The next question was, "In what ways was it helpful?" Over 200 comments were recorded for this question. Responses fell into several categories including: encouraged children to read all summer, maintained reading levels, improved reading levels, improved attitude toward reading, improved interest toward reading (that it could be fun instead of all school work), helped prepare children for re-entry into school in September, made reading fun and interesting, encouraged children to read more on their own, expanded reading strategies, and improved children's confidence level. All of the above

responses lead us back to the initial goal of the Summer Reading Program for Kids - - to maintain reading levels. In addition, tutors are reminded to increase confidence when possible and to try to develop, in the children, the joy of reading. According to parents all these objectives and more were accomplished. Overall, the verbatim comments from parents were exceptional. A selection have been included below:

- ☆ *The program helped by continuing her reading skills.*
- ☆ *It kept him in touch with his reading skills & made learning in the summer fun. He struggles in school & this will make it easier for him to resume in September.*
- ☆ *It helped Johnathan with confidence.*
- ☆ *Connor was able to work with someone new and was able to keep working on strengthening his skills throughout the summer. (Other than at home)*
- ☆ *Promoted a better attitude towards reading.*
- ☆ *During the summer, if not for this, I'm sure he would have slipped from where he had been when school ended for the summer.*
- ☆ *Good encouragement for a child, a confidence boost. To go over & review her reading skills. To keep her reading up. One on one help for her, only, for an hour weekly compared to large groups.*
- ☆ *It gave Decon that extra step to understand better why it was important to read. Then it was not as much of a problem to get him to pay more attention.*
- ☆ *Your encouragement gave him the desire to want to read*
- ☆ *The program improved his self-esteem. He feel that he can read now! The instructor was very positive, gently and excellent with my child. Thanks!!*
- ☆ *It allowed my child to maintain his reading skills while he gained confidence in what he was reading. It also helped to learn new skills.*
- ☆ *Michael enjoyed coming each week. He likes to read and visit the library. The weekly visits made him more comfortable reading and this is what he needed.*
- ☆ *It kept him familiar w/his french all summer. It exposed Calvin to other voices besides his own teacher. It was great that it is held at the library - convenient for signing out books/movies. Very affordable! & he had <u>fun</u> & loves one-on-one.*
- ☆ *It was helpful in all ways.*
- ☆ *Also he looked forward to going to his regular appointments. Andrew told a lot of people about the program especally about Candace. She was very good with him.*

Parents were asked, "In what ways was the program not helpful?" The vast amount of comments stated that parents could not list any way in which the program was not helpful to their child/children. Comments such as, "None, I can't think of any" and "It was all helpful" were typical. Many parents stated they would like to have the sessions more than once a week. One parents stated, "When we did not get Matt to his time." Another parent stated, "It only kept child at level she was when left school. Would like to see child improve more." Perhaps the importance of maintaining skills over the summer needs to be addressed specifically to parents.

Parents were asked if they would recommend the program to another parent as we felt that this would give us an indication if they truly felt the program was worthwhile. Again, every parent

who responded to the question responded with, "Yes." Parents offered many suggestions as to why the program was worth recommending to other parents. Verbatim comments are listed below.

- ☆ *Yes, because anything extra to help ones child to feel more comfortable with reading/school work etc the better.*
- ☆ *Definitely. It helped Kyle not to fall further behind during the summer.*
- ☆ *Yes! Those children who need help in school & the learning process can not afford to fall behind. This aids greatly in this continum of learning.*
- ☆ *I think any child would like the help makes then feel better about thier reading*
- ☆ *Yes Because it is really helpful to the children*
- ☆ *Yes, I would recommend this program to other, Branden really enjoyed it.*
- ☆ *Yes, Because it is great for kids to stay reading all summer and to improve themselves.*
- ☆ *Yes. Any program like this is a good idea for children experiencing difficulty.*
- ☆ *Yes. I feel the individual attention was helpful*
- ☆ *Definitely. Their child will be more confident with reading when they get back to school.*
- ☆ *YES. Because it gave him the extra attention he needed.*
- ☆ *Yes I would, I wish that people would realize how important it is.*
- ☆ *Yes. Because it helps to get the child ready for school again.*

Parents were asked for recommendations to improve this program. Over half of all comments suggested extending the program to two times per week or two hours per week. Other comments included positive comments about the program, suggestions to provide more homework, suggestions to include more writing exercises, and to extending the program into the school year. Many parents felt that the program was working well for their child the way it is. Verbatim comments from this question follow:

- ☆ *Offer the program to more children and perhaps have the program run a few times a week for each child.*
- ☆ *2 sessions per week rather than 1*
- ☆ *I have no recommendations at present. All I can say is don't let the funding be cut! We need this program.*
- ☆ *It is very good just the way it is. The girls are really good with the children continue on the good work*
- ☆ *I would have the program more than once a week.*
- ☆ *Nothing to improve.*
- ☆ *The only thing I would change would be to have longer sessions.*
- ☆ *More hours, more tutors*
- ☆ *I don't know what went on in the actual sessions to make a comment. Perhaps provide home assignments for parent and child.*

- ☆ *Include more writing to express themselves, especially when this is a weakness to begin with.*
- ☆ *More classes a week & / or longer classes per session.*

- *Make the time longer.*

Parents were asked for a final comment. Parents praised specific tutors and were clearly grateful for having had the opportunity to have their child/children participate in the program. Many of the verbatim comments were included as they showed the gratitude parents expressed for the program and to the tutors.

- *Thank you very much for your help and support for Breanne.*
- *It was a lot better to get Matt to class this year he liked his teacher*
- *Kyle has really enjoyed working with Shannon*
- *Peter enjoyed his sessions with Shannon! The one-on-one aspect was great for him!*
- *Continue on the good work its great*
- *Thank-you.*
- *I hope that Lucus will be here every year to come and it also help me to help him at home. Thanks, Shannon for great work you have done with Lucus.*
- *Thank you!! Connor enjoyed himself.*
- *Thanks for the help over the summer!*
- *Thanks so much for providing this opportunity.*
- *Thank you for giving my son extra attention that he required.*
- *Great Program. I would like to see it continued next summer.*
- *Thanks to coordinators and Candace*
- *I am glad I took Alex to these sessions. He also enjoyed the computer games.*
- *Yes the tutor Candace was very helpful patient and did a fine job.*
- *An excellent reading program.*
- *Thank-you for giving my child the opportunity to come here.*
- *Matthew looked forward to coming*
- *My girls really enjoyed the program. Thank you.*
- *My child and I really like these program, and especially her teacher Bronwyn. Thank-you.*
- *I am thankfull that my son can get this extra help with his reading.*
- *Our son thoroughly enjoyed the program and thought highly of his instructor. He was dissappointed when we said that he was done. Thank you ever so much!!!*
- *Having the program right in the library is great. I thought we had tons of books at home but the extra variety Clay brought home really added to our summer reading. Bronwyn was excellent! Hope we can benefit from this program next year, too!'*
- *No she had realy good fun and enjoyed it.*
- *I found Bronwyn to be very helpful & flexable with her time. It was not a problem to make a day we were not available.*
- *I would like to that the teacher for doing a good job. Salvana enjoyed her and looked forward to coming every Monday.*
- *should be available to more students*
- *I hope this program will continue to help the children who need extra support in this area.*

- *This program was much more effective this year through this instructor then it ever was in the past. Thanks.*
- *My wife and I really appreciate the opportunity for Alicia to improve her reading skills and get the jump on her grade 2 reading. Thanks to Bronwin for all her excellent work. Alicia really enjoyed working with her.*
- *Thank you very much for helping Peter.*
- *My daughter had Bronwyn Clark-Macaulay. She was excellent and my daughter enjoyed going every week to read with her.*
- *Thanks for helping Ryan - and us!*
- *This years tutor was very good. She worked well with Rachel. Showed a interest. She worked hard to help the child learn as much as possible. Last summer tutor did not take an interest in his job or the child. Choosing the right person for the job is very important.*
- *Jenny is great, keep up the good work & thanks.*
- *Alberton Library Excellent location. Being surrounded by books creates an interest in reading.*
- *Great Program. I was glad Kendra got accepted. Perfect for summer, just the right amount of time not too long for her to get bored with it.*
- *It gave Shania lots of confidence in reading and greatly appreciated. Thanks. Shania really liked it.*
- *I just wanted to note that Jenny Gaudet was an excellent tutor and the children really enjoyed their time with her.*
- *Hope to have the summer tutoring program next year. "Great teacher."*
- *Josie enjoyed her teacher & looked forward to the reading crafts & etc.*
- *Stephen enjoy coming here*
- *Thanks for all your help Desiree. You made learning fun for her.*
- *It a great program, I would love to see it going for a long time.*
- *Classes 2x per week would be better i.e. Mon & Wed or Tues & Thur or Wed & Fri. Perhaps time could be divided between two sessions.*
- *The girls are great! My children are not always easy to get to do reading, etc.*
- *Very happy to have this for children who need the extra help. Thank you.*
- *We are very grateful for the easy access we had to this program.*
- *Sara enjoyed the program very much.*
- *Thank-you for your assistance with my child's education needs.*
- *Keep up the good work and thanks from Dave _____ & family! Its to bad that the teachers can't do there work propley -*
- *Thanks for your time Tanya!*
- *This was an enjoyable program.*
- *I am glad this program help my children to keep his reading up to date for the summer*
- *Our student teacher <u>Nora</u> was wonderful, our son looked so forward to coming every week, she also helped to give him more confidence to try harder books.*
- *Kyle had a great teacher! She was able to let Kyle feel right at home. "Thank-You."*
- *If this could be held at LM Montgomery School - that would be <u>very</u> helpful. A <u>mini</u> training session for the parents would be helpful - to go over what we might do at home to compliment tutors efforts. You forget little tricks you learned yourself in school.*

- *I found it helped my boys to stay on top of reading for themselves and maybe help them when school starts so they can pick up where they stopped and they wouldn't feel frustrated when they start again. Thank you for helping my boys.*
- *The tutors are great with the kids and although my son dislikes reading, he enjoyed Jennifer very much.*
- *Matthew really enjoyed the program thank you.*
- *Thank-you.*
- *A program like this would be great all year even if there was a fee. Thanks Jennifer!*
- *Just keep the program for the summers to come. Thank you!*
- *Thank-you.*
- *Jennifer Taylor is a great tutor - I highly recommend her for this program.*
- *The program and instructor was excellent. My children did not mind going to school in the summer as they thought they would. The summer flew bye!*
- *I hope that this program is continued next summer.*
- *Thanks to the teachers*
- *I would like to thank Glenda, both the kids really enjoyed spending their summer with her. As a parent I found her very accommodating to our needs as it was a busy summer. Thanks Glenda.*
- *Great teacher Glenda. Thanks.*
- *Thanks for the extra imput. GREAT JOB.*
- *I just want to Thank-you very much, my two really enjoy it.*
- *Thank You.*
- *this was great*
- *I would just like to say that Darren seem to realy enjoy his Mondays with Glenda.*
- *Thanks so much for all your hard work Glenda! Braden really enjoyed the program.*
- *He wasn't always willing to go but when we got there Glenda always made it fun & exciting for him.*
- *Final comments it's bin very helpful in all airweres [areas]*
- *We have enjoyed the program and I feel Mitchell has done well. Thank-you.*
- *Thank you for your help over the summer Chad enjoy.*
- *We both enjoyed it greatly.*
- *We sure appreciate the effort you people put into it.*
- *Glenda was excellent and very co-operative in case of any changes. She has made my son looking forward to school in the fall. She has been a positive experience and attitude for him.*
- *I would like to say thank you to a wonderful tutor "Andrea," our daughter really loved her.*
- *Great program and keep up the good work. Helps children a lot! Thanks Andrea!*
- *I found Slade wanted to come every week there was no arguing about coming he loved his teacher, Andrea Doran.*
- *It's a great program. Keep up the good work.*
- *I really am glad there is a program in our area for the children.*
- *No, Thank you very much, you help my son a lot.*
- *I feel my child learned a lot in the weeks she was in the program. The instructor was well*

liked and made it easier for my child. Thanks for a great summer and hope this program is available again.

- ☆ *Thank you for your time.*
- ☆ *Kristen enjoys coming to this reading club, we are very grateful she is in the club. Thank you.*
- ☆ *Thank you. Have a great summer.*
- ☆ *I hope this program will continue to help other children with reading difficulties. Thanks!*
- ☆ *Candas(?) Was a wonderful teacher. I hope she comes back next year, she made the hours fun.*
- ☆ *Andrew and I really enjoyed this Program for the last 2 years. It was fun and helpful. Thank you.*
- ☆ *Adam really enjoyed the program.*
- ☆ *I know if Jodi wasn't coming here I would have to nag at her to read. I think the tutorers are wonderful with the children. I hope the program continues to run for a long time to come.*
- ☆ *One of the things I found that was good for me was being able to do make-up appointments*
- ☆ *Thank you to Pauls instructor. You are excellent with children, they are lucky to have had you for the summer. All the best!*
- ☆ *Spencer thoroughly enjoyed his tutor, she was great for positive reinforcement.*
- ☆ *Melanie was pleasant & Tera really enjoyed going to her sessions. She was very well suited for this position.*
- ☆ *Nikki really enjoyed coming to the tutoring program, and enjoyed her time with Melanie.*
- ☆ *I hope that they continue it from year to year. Teasa enjoyed coming and loved her teacher.*
- ☆ *Hiedi is a great "reading buddy" she kept his interest and never once did he say he didn't want to go. I feel he is doing so much better.*
- ☆ *Julia's teacher Heidi has a fantastic personality & will be an asset to the teaching profession.*
- ☆ *Heidi was very friendly which helped since my son didn't think he had to go but after the first day he didn't argue anymore.*
- ☆ *He really enjoyed coming and it would be nice to do it again next summer.*
- ☆ *thank-you for all your help over the summer.*
- ☆ *Good program.*
- ☆ *I am really glad my son had a chance to be involved in this program.*
- ☆ *Hopefully this program will keep going.*
- ☆ *I was very pleased with the work Bethany did and she was really great with Marcus.*
- ☆ *I found it was a great locatation and Bethany was great with Darcy.*
- ☆ *I would like to thank Christine Goude for doing the summer program and making it enjoyable for my children.*
- ☆ *I am grateful to have had the opportunity to enroll Katharena in the program. I think it can only help her reading improve.*
- ☆ *This has been a great help to our child.*
- ☆ *Good luck to the program*

☆ *Thank you - and a special thank you to Christina Goude who had a wonderful & positive rappore with my kids.*

Conclusions:

Overall, and on many levels, this year's Summer Tutoring Program for Kids was a great success. Parents, children, and tutors were pleased with how the program went. All parties look forward to the Summer Tutoring Program for Kids 2003.